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nature of the being educated. The possibility of education thus granted, Mr. Rabenort shows us Spinoza's view of the elements of human nature, and sets forth his doctrine of the supremacy of the intellect. The author then turns to the complications of personality; individuals differ, and individuals also unite to form social groups. So we arrive at the criteria of education; Spinoza accords priority to social intercourse and the preservation of life and health. The general aim of the essay is to prove, by exposition and full quotation, that the omission of Spinoza's name from the roll of philosophers who figure in the History of Education is unjustified; the author hopes that, the hint once given, the bearing of the Spinozistic philosophy upon education will attract the labor of other hands.

"Obscene" Literature and Constitutional Law: a forensic defense of freedom of the press. By T. SCHROEDER. Privately printed for forensic uses. New York, 1911. pp. 439.

The Social Evil in Chicago: a study of existing conditions with recommendations by the Vice Commission of Chicago. Chicago, Gunthorp-Warren Printing Co., 1911. pp. iii., 399.

Report of the Vice Commission of Minneapolis to His Honor J. C. Haynes, Mayor. Minneapolis, Press of H. M. Hall, 1911. pp. 134.

The Answer. By W. J. CHIDLEY. Melbourne, The Australasian Authors' Agency. 1911. pp. 79.

The first of these volumes, which consists in the main of articles already printed in popular, medical and legal journals, argues, as its title implies, that the existing postal and other laws against 'obscene and indecent' literature are unconstitutional, and that the resulting suppression of information is contrary to public welfare. Its subject-matter is therefore of sociological rather than of psychological interest; we note, however, that it contains a psychological and ethnological discussion of Modesty, the results of which are in substantial agreement with those of the best modern authorities.

The next two books,—the one of them was at one time forbidden the mails; so that, in its case at any rate, Mr. Schroeder's protest is justified and timely,—are also sociological in character; the Chicago Report contains data of some importance for social psychology.

The question which Mr. Chidley seeks to answer is that propounded by Montaigne: "What has rendered the act of generation, an act so natural, so necessary and so just, a thing not to be spoken of without blushing, and to be excluded from all polite discourse?" The answer, freed of all irrelevancies, is this: The act has been misunderstood, popularly and scientifically. The author's view is a physiological, not a psychological hypothesis; we give it mention because he declares that for many years he sought, in vain, to publish a book on the subject. We suspect that the failure to find a publisher is due less to the nature of the subject itself than to the apparently extravagant theories and inferences with which Mr. Chidley invests it.

An Outline of Individual Study. By G. E. PARTRIDGE. New York, Sturgis & Walton Co., 1910. pp. v., 240.

This little book suffers from two disadvantages: the first, that it appeared in the same year with Whipple's far more elaborate *Manual of Mental and Physical Tests*; the second, that it bears a curiously